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ABSTRACT

This newsletter presents practical information of interest to geography teachers at the elementary, secondary, and college levels. Typical issues contain practical teaching suggestions, reports of experimental programs, information about new teaching materials, fieldwork, syllabuses, viewpoints, and letters. This particular issue provides practical suggestions submitted by junior and senior high school geography teachers who participated in the Canadian Association of Geographers' Competition One held in 1974-75. Included are (1) suggestions about how to teach geography through the use of songs; (2) a land-use mapping exercise; (3) an activity which teaches students to stake a mining claim; (4) a project which involves students in mapping a city with specific characteristics; and (5) practical applications for a local urban study involving students in an inventory of specific places within and around their local community which they frequent on a popular basis. Critical reviews of geography books and journals are also included. The Newsletter is published three times a year in March, July, and November. (Author/RM)

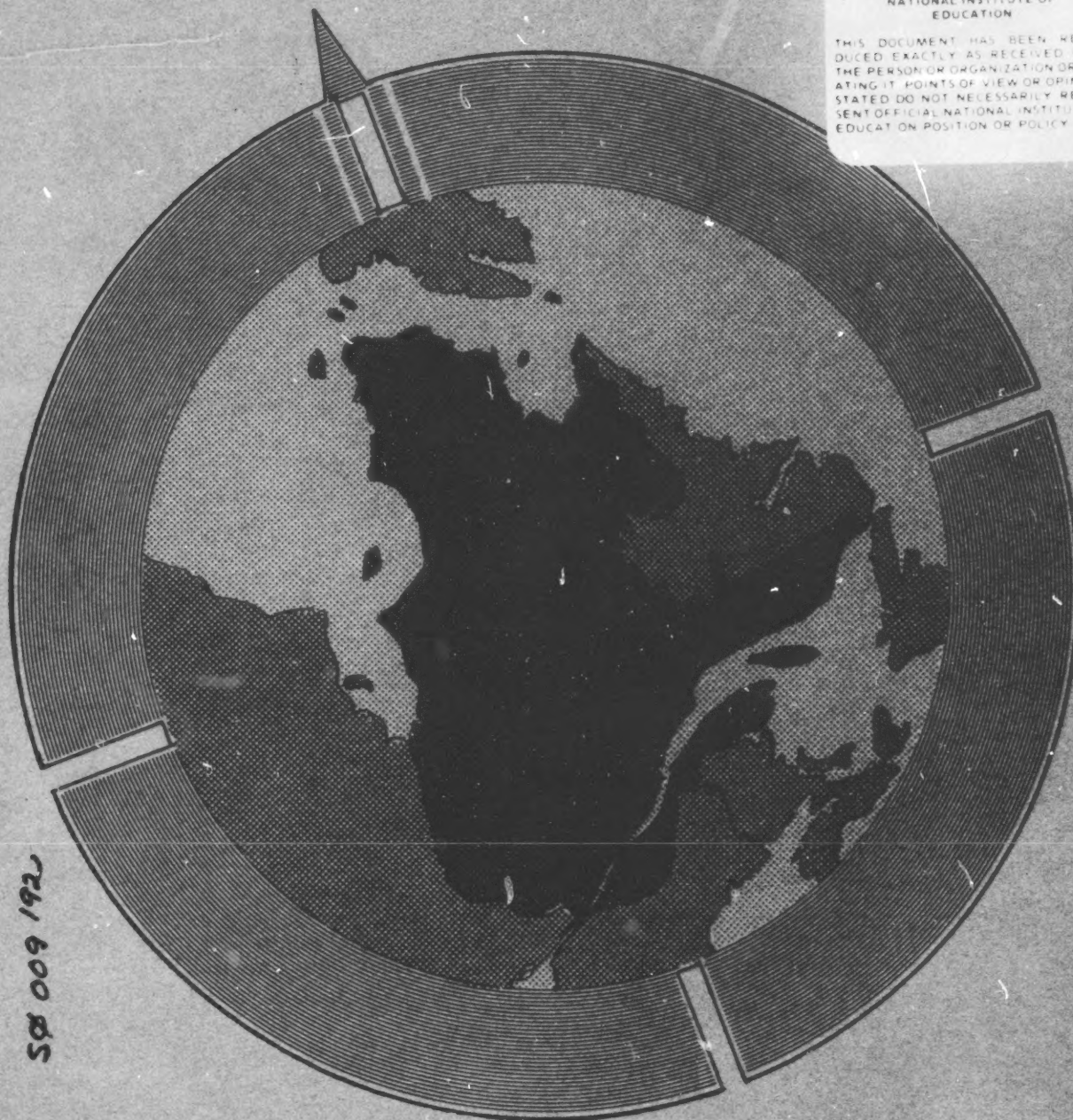
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GEOSCOPE

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Readers are invited to contribute material for inclusion in Geoscope. Practical teaching suggestions, reports of experimental programmes, information about new teaching materials, fieldwork, syllabuses, viewpoints, and letters are all welcome. The editor will print any such contribution provided only that it relates to the general interests of members, and conforms to copyright and ethical convention. Preferably contributions will be typewritten, but handwritten material is acceptable.

Editor's Note:

As an additional number, this issue of Geoscope includes a selection of entries submitted to the CAG Competition One held in 1974-75.

The reason for holding this competition amongst geography teachers was two-fold: firstly to encourage the more creative and innovative amongst us to share their ideas with others, and secondly to involve the Canadian Association of Geography in some active way at the school level. Given the considerable changes that have taken place both in academic and school geography and in geographic education during the last decade, the timing of the competition appears to have been opportune.

We are a large country, divided by our independent educational systems and lacking a means for knowing what colleagues in different places are doing or thinking in geography. The distribution of the competition notice was a case in point, since outside of the larger provinces (in terms of population), telling teachers about the competition was a considerable task. The notice itself was bilingual and incorporated a desire-line map resulting from fieldwork interviews made by Geography One pupils in Ville LaSalle, Québec. Ironically, no entries were received from French-language teachers (in Québec the SPGQ had sponsored its own competition on the occasion of its tenth anniversary). But entries were received from most other parts of the country and happily every major region was represented.

This competition will be followed by others and if amongst our readers are some with innovations of their own, perhaps we will hear from them. Non nobis solum.

P. G. Burpee

CANADIAN URBAN PROFILE SLIDE SERIES

The Education Committee of The Canadian Association of Geographers has, to date, produced six slide sets on Canadian cities:

1. Montreal - Transport Centre
2. Hamilton - Steel City
3. Halifax - Changing Waterfront Uses
4. Toronto - A Complex Metropolis
5. Winnipeg - A Prairie Transportation Centre
6. Thunder Bay - City in the Middle

Each kit contains 20 selected slides and a detailed guide with bibliography describing the urban concepts illustrated in the slides. The sets may be ordered from The Canadian Association of Geographers, Burnside Hall, McGill University, P. O. Box 6070, Station A, Montreal, Quebec, H3C 3G1. The price is \$6.50 each. Other sets in preparation include Vancouver, Calgary, Sherbrooke and St. John's.

The series is aimed at the secondary schools of Canada, but because much of the basic data is graphic in nature, the slide sets should have use in senior elementary and even undergraduate university programs.

Also available from the above address are the two new Bulletins of the Education Committee: (price - \$1.00 for the two)

- No. 17 - Geography in Education - A Bibliography
 No. 18 - The Geography of Canada - A Selected
 Annotated Bibliography

SING AND LEARN

Dennis Gill and John Hobson
Crescent Collegiate
Robert's Arm, Newfoundland

During the past two years at Crescent Collegiate we have made a special attempt to improve some aspects of geography education by devising a somewhat new method of teaching geography (and other subjects: religion, history, guidance) through the use of songs. We write our own songs, compose practically all of our own tunes, and then have the finished product taped (often live) on cassette. Either our school singing group comprised of twenty grade seven and eight girls - "The Crescent Echoes" - or I do the singing. Mr. Hobson generally does the commentary.

In the classroom we present each student with a typewritten copy of the song, give a brief oral explanation as to its background and content, and then play the tape. Wherever possible we use slides, photographs, historic-geographic maps, and our own 8 mm. movies as a supplement. After playing the tape, we have a discussion period and a short quiz. Here is a breakdown of a forty-minute period:

Introduction-exposition	10 minutes
Tape and supplements	15 minutes
Group discussion	10 minutes
Quiz	5 minutes

We have experimented with this technique both last year and during the present school year. Most of our material is best suited to the Special Education class and Grades Seven and Eight (ages 12 - 15). The students find it very interesting, enjoyable and above all, educational: they want to hear the tapes over and over again; and the results of the quizzes are excellent.

In this report, we have included copies of three of our originals which are geography-oriented as an example of our work.

The first two songs are about Newfoundland, and the third is on Prince Edward Island. They are:

The Geography Lesson - Places in Newfoundland
The Fishermen
The Painted Province

The Geography Lesson
Places in Newfoundland

There's a very fine town, down around the bay,
With a very find name that anyone can say.
If I tell you that the ferry sails from there -
Tell me, students, tell me where . . .

Students: PORT AUX BASQUES !

There's a . . .

.
If I tell you that "the linerboard" is there -
Tell me, students, tell me where . . .

Students: STEPHENVILLE !

There's a . . .

.
If I tell you Bowaters' mill is there -
Tell me students, tell me where . . .

Students: CORNER BROOK !

There's a . . .

.
If I tell you the International Airport's there -
Tell me students, tell me where . . .

Students: GANDER !

There's a . . .

.
If I tell you that the Grenfell Mission's there -
Tell me students, tell me where . . .

Students: ST. ANTHONY !

The Fishermen

In case there are some who don't know how hard a fisherman's life used to be - and still is - here is a description of their hardships.

Well over sixty years ago a farmer had a dream of helping all the fishermen and those of low esteem by a 'protective union' intended to improve the lives of all its members, their troubles to remove.

Their bad working conditions and very meagre pay reduced their lives to slavery (which we don't have today). They sailed out in the schooners to catch the teeming cod, just trusting in their dories and in the Grace of God. In fog or frost, in sleet or snow, those tough men, young and old still carried on regardless of the bitter, freezing cold. They fished out on the Grand Banks without the slightest fear to try to make a living on 200 bucks a year. They baited trawls in snowstorms, the ice thick on the decks and rowed cross-handed dories from one death-trap to the next.

Returning to the fish-plant, 2000 quintals stowed, those sturdy banking schooners soon discharged their salt-bulk load.

The women waited patiently beside the barren beach to spread the fish and "make" it for \$100 each. For that small sum, they'd work a year, each widow, wife and girl,

to split the fish and dry it for a hungry, waiting world.

Then William Coaker came and said, "Don't be exploited, friends!"

Improve your situation, join a Union that sends elected representatives to tell the government to help the workers help themselves achieve their betterment! Build ships and shipyards, light and power from electricity; publish a paper, bring in laws to set our people free!"

P.E.I. is sometimes called "The Garden of Canada" and this song tells the Indian legend of how the Island came to be so beautiful.

The Micmacs worshipped Glooscap, Great Spirit of the east;
Through the Atlantic Provinces, his power never ceased.
He loved the sunlit beauty of fruits and coloured leaves,
But thought, one day, how sad it was no song-birds filled
the trees.

With one swift wave, his magic hand transformed the leaves
that fell
Into canaries, finches, jays and tanagers as well.
The Micmacs thought him capable of any task he chose;
They paid Great Glooscap due respect and his reputation
rose.

His summer home was P.E.I. which, in those far-off days,
Was rather drab and colourless; just browns and sombre greys.
But Glooscap wanted pretty things to decorate his land.
He took the Rainbow from the sea and a paintbrush in his
hand.

He made Prince Edward Island a Paradise instead,
Creating there, a garden of the brightest green and red.
And so our smallest province owes its popularity
To the Spirit of the Micmacs, indisputably.

THE CANADA ARCHIPELAGO

Duncan Graham
Stanstead College
Stanstead, Quebec

Introduction

Thematic maps embracing larger areas generally make use of a territorial outline for the map base. No matter what information is shown on the map, an outline of land-sea demarcation is the one used and in classrooms "blank maps" are nearly always maps of land areas. In the past, such maps were justifiable, since the oceans were a definite natural limit which generally put a barrier to independent travel, to utilising the earth's resources and so on. But since the late fifties, more people have travelled by air than sea, and the shore-line has disappeared as a limiting line. For about the same number of years, off-shore oil drilling has become of significant importance, and when mineral exploitation of the sea-bed becomes a reality, the significance of the "land" area on maps will diminish in importance a stage further. Even now, national jurisdiction is being considered as extending up to 200 miles from the coast and headland-to-headland lines may be counted as the national limits.

The Assignment

To look at these new perspectives, the idea of only showing one item of data - like a filter which blocks off the other data - seemed worthwhile as a classroom assignment. Students were given a three-

colour outline population map showing moderate, dense and very dense (which cannot be reproduced easily in black and white). The assignment was to colour the three zones with a light to dark gradation such as yellow, orange, red, and analyse or comment on the population distribution pattern. The 45°N parallel was drawn in as a reference line. Some students elected to draw their own outlines on tracing paper.

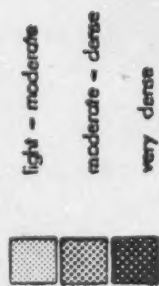
The assignment is equally worthwhile for North America or the world. Students know intellectually that there are 21 million Canadians (out of 210 million in North America or 4,000 million for the world), but it can be surprising to see the actual pattern. As one student exclaimed, "What happened to Canada?" when he discovered that the Canadian population is a fringe extension of an eastern North America block.

References

Canadian Oxford School Atlas. Third Edition.

The Canada Archipelago

Population Density



LAND-USE MAPPING EXERCISE

G. L. Hart
Belleville Collegiate Institute
and Vocational School
Belleville, Ontario

Introduction

This exercise is done as the opening activity for the section on city structure in the Grade 11 (general level) Urban Geography course I teach at the school. It is followed by a comparison of land use in other cities, and then some work on theories of city structure, e.g., Burgess Ring Theory. It is usually done in the second or third week after a brief introduction to the growth and origins of cities in general. (We are on the semester system, so this would correspond to the fourth or sixth weeks in a normal year-long timetable.) Results with it have been most encouraging, perhaps because it is also the first practical work the students do.

Procedure

After brief comments, the students first choose the section which they will work in from the master map of the city which has already been divided up for this purpose. Then each group prepares 2 - 3 base maps of their section of the city. As soon as this is done, they go out and record the information listed on the work sheet (at end of article). On returning to the classroom, this information is transferred to the base maps - one showing current land use, and one building condition. In addition, this information is also trans-

ferred to the 2 master maps so that the results for the entire downtown area are available, one map showing building condition, and one, land use. This takes about 1 - 2 weeks (whole year timetable).

Rather than having all the students out of the classroom at one time, they work alternate days. An assignment on residential densities in cities is given out and students work on this and their maps when they are not outside. Students also prepare a short report on their work, indicating any problems they encountered - "the building's not there anymore" is the most common! As well as a description of their 2 maps which are also handed in for marking, some students have even included photographs to emphasise a particular point.

While the reports and maps are being prepared, I try to point out the main patterns appearing on the 2 master maps, and ask for suggestions about what could be done with this information. Most students will get the idea that the two maps complement each other and would be essential for any planning in the area. The next logical step would then be to have the students prepare a redevelopment plan for their area or ways in which it could be improved.

Later on in the year, I also have the students use their maps in a study of the C.B.D. using the method outlined by Murphy in The American City. For this, it is necessary to calculate the ground-floor area of the buildings in the C.B.D. Students can do this quite easily from their own maps with an aligned dot planimeter, and then calculate the Central Business Intensity Index (CBII).

Materials Needed.

1. Copy per student of the worksheet
2. Laminated large-scale maps of the downtown area, with hardboard backing (I obtained mine from the city planning department and enlarged and laminated them at our audio-visual centre. Scale is approximately 1" to 200 feet.)
3. Magic Markers - washable
4. An overhead transparency of the downtown area would also be useful, but is not essential.

Benefits

The exercise is designed:

- i) to allow students practical experience in making maps;
- ii) to develop students' ability to observe and record information and, later, draw deductions from it;
- iii) to give them an opportunity to work individually and as a group;
- iv) to motivate them;
- v) to lay a framework for a later discussion of the theories of land use in cities.

I have found the exercise more than repays the time involved by the teacher as well as the students, for its motivating effect on the class can be very encouraging.

References

Murphy, R. The American City. New York: McGraw Hill, 1966, p. 294.

Land-Use Mapping Exercise

Objectives

1. To produce a clear and up-to-date map of the land use in our area.
2. To indicate the condition of buildings in our area.
3. To suggest ways our area could be improved (visually and economically) by using the information obtained for 1 and 2.

Method

Work in groups of three:

- one student notes land use on first map
- one student notes building condition on second map
- one student notes any other relevant information, e.g., buildings which have been torn down, new buildings, parks roads, etc., and also notes any places where the land use is not clear.

These questions will be taken up in class.

Categories - land use

The following categories will be used on the land-use maps:

1. Residential (yellow) - apartment buildings, single and multi-family house;
2. Commercial (blue) - any establishment where services are done for a profit, e.g., banks, stores, shopping plazas, service stations, lawyers' offices, etc., etc.
3. Industrial (red) - any establishment where a physical product is produced or processed, e.g., Americal Optical;

4. Public (black) - schools, museums, government offices, hospitals, churches and other public institutions;
5. Parks (green) - private and public recreation area;
6. Vacant or land use uncertain - blank.

Categories - building condition

1. Very good condition - no repairs, or only minor ones needed;
2. Fair condition - building needs some repairs to structure, or some maintenance, e.g., painting;
3. Poor condition - definitely uncared for and looks run down;
4. Very poor condition - derelict, major structural damage.

General comments

Each group will need the following equipment: clipboard, coloured pencils, 2 base-maps of your block; waterproof cover for clipboard (if you have one), camera (if you have one), notebook.

Remember, you are representing the school: dress neatly and behave courteously to anyone you meet.

As soon as you have finished, return to the classroom.

STAKING A MINING CLAIM

Philip Albanese
Hammaraskjold High School
Thunder Bay, Ontario

This exercise involves the preparation of a sketch on the basis of the Mining Act regulations together with a terrain description provided by the teacher in an Assignment Sheet.

Background

Since it is virtually impossible for most high school students to do any actual claim staking because of age restrictions, or even to do a simulation in an outlying area that resembles a prospective mining or mineral area, this exercise gives students some insight into the work of a prospector and claim staker. In addition, it introduces some surveying concepts that they may not have encountered before.

The Geography Course

I use this exercise in my Grade 10 Canadian Geography Course when we study the section on Mineral Resources. I expect that a similar course would be taught in most provinces at the senior elementary or junior high school level.

Lesson Preparation

The teacher should try to relate prospecting and claim staking to the mining business, pointing out changes that have come about in recent times in this regard. Emphasis should be made on the purpose of claim staking and how it involves not only the prospector himself but the mining companies and government regulatory agencies as well.

The Assignment

The teacher should provide the student with a copy of the mining act dealing with claim staking, or in lieu of that, a copy of his own, summarizing the key points. The one for Ontario is enclosed and presumably other provinces have similar regulations.

In addition, the student should be provided with an assignment sheet containing a description of the terrain to be sketched and the dimensions of the plot; an alternative would be to let the student provide his own terrain description. In doing so, I feel that the teacher should not set down too many directions so that the student has no thinking to do on his own. I would rather have the students work out some of the difficulties themselves even if they make some errors on the interpretation of the directions. I collect and mark the sketch, and then go over some of the problems when they are returned.

In doing so I have found a tendency by many students to:

- a) become confused on elementary compass orientation, and
- b) to have difficulty in drawing to scale.

Both of these are basic geographic skills. The submissions handed in vary from extremely neat on one hand to extremely sloppy on the other as far as cartography is concerned. On the other hand, many of the untidy ones are quite correct as far as interpretation is concerned.

Staking a Claim

A mining claim in unsurveyed territory shall be laid out with boundary lines running north, south, east, west; measurements of each side shall not exceed 1320 feet. The No. 1 post shall be at the northeast corner and the other posts located clockwise from the No. 1 post.

Procedure to follow in staking:

Cut, erect, and mark your posts.

a) On No. 1 post mark your name, license number, date and hour of commencement of staking; give description of section of lot and concession if in a surveyed township.

b) Mark Nos. 2, 3, and 4 posts with your name and license number.

c) Erect witness posts. All witness posts should indicate where the actual claim posts are, in water or other inaccessible places. These posts must show the actual distances to the true location of the claim post.

d) Plainly blaze a line between each post north, south, east, and west on standing trees at

frequent intervals so that the blazes are on the line of travel; also, cut the underbrush. If there are no standing trees, plant durable pickets or erect mounds of earth or stone.

Prepare a sketch of each claim showing the distances between each post and the location of witness posts, if any. Include features on the ground such as lakes, rivers, etc.

Exercise -

You are going to stake a claim taking up 1320 feet from north to south and 660 feet from east to west. The southeast corner of the plot is in a lake which covers 66' of the southern boundary and 132 feet of the eastern boundary. The remainder of the eastern boundary is rocky and the western and northern boundary is heavily wooded.

Required: Draw a plan using a scale of
1" = 132'.

Note: 66' = 1 chain (Surveyor's measure)

How many chains long is the property? _____

How many chains wide is the property? _____

We are grateful to the Ontario Ministry of Natural Resources for permission to reprint the summary of staking requirements from the Mining Act of Ontario.

THE MINING ACT OF ONTARIO

SUMMARY OF STAKING REQUIREMENTS

This summary is not intended to be a substitute for the Mining Act which sets out the regulations in detail. It emphasizes only the main requirements of the Act relating to staking and recording a mining claim.

WHAT IS A MINING CLAIM?

A mining claim in unsurveyed territory shall be laid out with boundary lines running north, south, east and west; measurement of each shall not exceed 1320 feet. The No. 1 post shall be at the northeast corner and the other posts located clockwise from the No. 1.

In surveyed townships a claim shall be part of a section of a lot as defined in the Act.

BEFORE STAKING A CLAIM:

Apply for Miner's license in person or on the authorized application form available at any Mining Recorder's office. The applicant must be over 18 years of age; the fee is \$5.00 and the licence is good throughout the Province.

This licence entitles you to stake an unlimited number of mining claims in the Province, during the term of your licence which expires on the 31st March following issue. It must be renewed before that date to protect claims staked or held thereon.

Ask the Recorder for a copy of the Mining Act and read Sections 48 to 65 for details concerning staking and recording a mining claim.

Make sure of the actual mining division in which you wish to prospect and identify the township or area.

Buy a township or area map from the Recorder's office: this will show all recorded claims and ground open for staking.

Consult the Recorder as to your rights and privileges as a Licensee.

METAL TAGS:

The Licensee has two alternatives with respect to metal tagging:—

- (1) You may proceed to stake, then record and on recording receive your metal tags from the Mining Recorder or
- (2) Before you proceed to stake you may purchase metal tags from any Mining Recorder. The tags cost \$1.00 per set but you will be allowed a reduction of \$1.00 in the fees upon recording your claim. Your miner's license must be presented to the Mining Recorder when applying for the tags either in person or by mail. Tags are only good during the license year in which they are issued: no refunds will be made for tags not used. Tags are not transferable between licensees.

WHEN STAKING A MINING CLAIM:

Be sure of your location on the Ground which can be identified by adjoining or near claims and by topographical features, lot and concession lines.

Cut, erect and mark your posts: (use of old posts is illegal).—

- (a) No. 1. post with your name, licence number, date and hour of commencement of staking, description of section of lot and concession if in a surveyed township.

- (b) Nos. 2, 3 & 4 posts with your name and licence number.
- (c) All witness posts indicating where the actual claim posts would be in water or other inaccessible places. These posts must show the actual distance to the true location of the claim post.
- (d) Attach metal tags, if previously purchased, to the proper posts.
Posts must be not less than four feet in length with a face cut at the top at least twelve inches long and four inches wide on each side. Your markings must be written legibly on the side facing the next post.
- (e) When two or more mining claims are being staked in a group by the same licensee, a common post may be used at the common corners but the metal tags must be affixed to the posts at the time of staking. If a common post is used the tag must be affixed to the side of the post facing the next succeeding corner, i.e. on the number 1 post the tag must be on the side facing south.

Plainly blaze a line between each post, north, south, east and west on standing trees at frequent intervals so that the blazes are on the line of travel: also cut the underbrush. If no standing trees plant durable pickets or erect mounds of earth or stone as set out in the Act.

Prepare a group sketch showing each claim staked showing the distances between each post and the location of witness posts, if any; include features on the ground such as lakes, rivers, etc and the date and hour of staking. As this sketch identifies your claims on the ground, show the numbers of adjoining claims to which your claim is tied: also survey posts if found: show also the tag numbers if used in staking.

Staking by proxy is not allowed. While you may have help in staking, it is your responsibility to go round all the lines and place the proper markings on each post before you complete your application, otherwise the certificate is a false one.

AFTER STAKING A MINING CLAIM:

Complete the application form obtainable at any Recorder's office.

Complete and sign the certificate on the reverse side.

Take or send the application (s) and sketches to the proper Mining Recorder's office within thirtyone days of staking with the fees which are:

for each claim — \$10.00 Deduct \$1.00 per claim if tags were used in the staking.

NOTE: — The following paragraph applies only when tags are not used in staking.

If your applications are accepted by the Recorder, claim numbers will be allotted and you will be given corresponding metal tags which must be nailed to the proper claim posts within six months of recording. If your claims are inspected after the six months period has elapsed and the tags are not affixed, the claims may be cancelled.

Any licensee who knows that posts have not been tagged as required may restake and file his application with a statement as to why he restaked. An inspection will be made to verify the statement before recording.

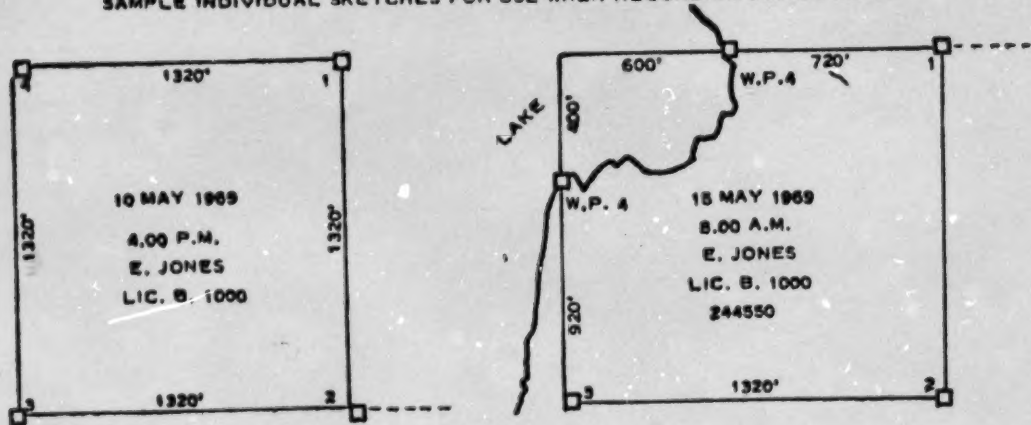
All claims are liable for inspection by an officer of the Ministry at any time and may be cancelled for irregularities in the staking.

There are stringent penalties, including cancellation of licence, for false information on the application forms and certificates and for improper staking out.

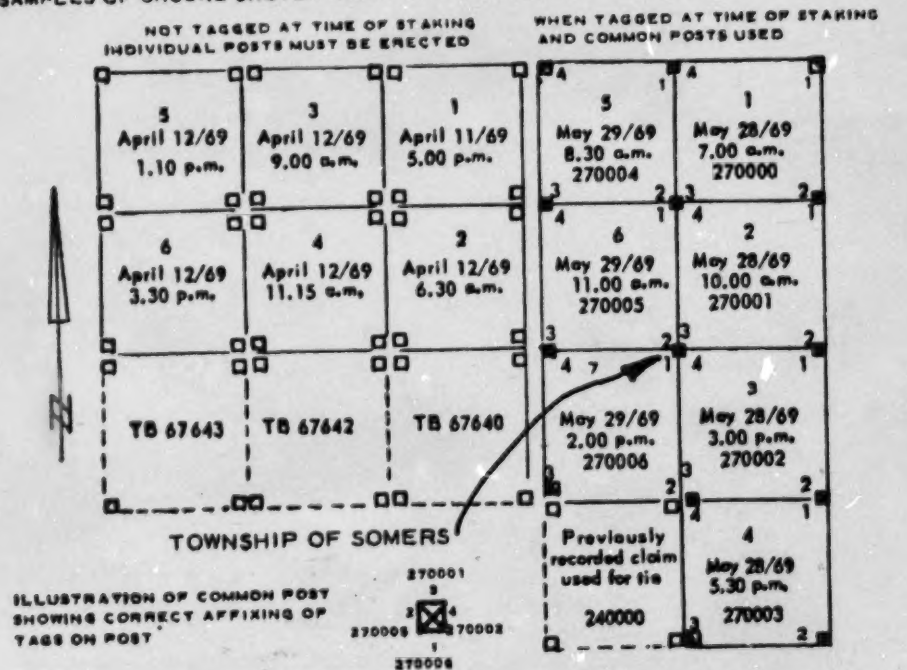
It is a simple matter to follow the regulations.

DO NOT HURRY

SAMPLE INDIVIDUAL SKETCHES FOR USE WHEN RECORDING SINGLE CLAIM



SAMPLES OF GROUND SKETCH WHICH SHOULD ACCOMPANY APPLICATION TO RECORD



SEE CHAPTER 274, SECTION 48 TO 51.
RSO 1970 FOR CLAIMS IN SUBDIVIDED
OR SURVEYED TOWNSHIPS

CREATIVE URBAN MAP PROJECT

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This introductory map project for Grades 9 to 11 is designed to equip students with some fundamental and novel concepts of a city's makeup, and give them an appreciation and understanding of the geography of cities.

Teaching Process

1. Reproduce a set of Urban Terms for your students and give each a copy. (See capitalised words in map assignment.) The descriptions for these terms I took from C. Abrams: The Language of Cities. New York: Viking Press, 1971. For example -

Urban Terms

AIR RIGHTS	The right to use the air space over property owned by another. Air rights are granted for the space above railroad tracks, reservoirs, highways and other property.
AMENITIES	Pleasurable or beautiful things as distinguished from utilitarian. Almost anything which makes life more agreeable, such as flower gardens, green areas, bodies of water, trees, sculptures, murals and fountains.

ARCADE

A roofed passageway having stores within it and most often leading from one street to another.

C.B.D.

An abbreviation for CENTRAL BUSINESS DISTRICT, i.e., the business core of a city with the major concentration of retail, office, and service functions. It is sometimes referred to as "downtown" though it may be located uptown or midtown.

etc.

Go through these with the students. Try to use examples from the local area. It is very helpful to do cartoon drawings on the board during explanations. If possible, show a movie dealing with how cities grow, i.e., BOOMSVILLE - 10 minutes (NFB); CITY LIMITS - 28 minutes (NFB); TO BUILD A BETTER CITY - 15 minutes (NFB); THE CHANGING CITY - 28 minutes (NFB). Teachers may draw upon their own resources to help explain terms, nor is the list used in the exercise definitive - other terms may be added or substituted.

2. Reproduce Map Assignment sheet and give each student a copy. Go through this assignment with the students. They will often ask if every building must be included, but this is not expected. They must include all the terms asked for on the sheet. Encourage students to be inventive and attempt new shapes for city plans. Teachers may show slides of Brasilia which is designed on a plan like the shape of an airplane.

3. Encourage students to spend at least a period on a rough plan. Then give students a large sheet of white paper at least 18" x 24". Some students may wish to colour rivers, green areas, etc.

4. Students are to make a brochure which will advertise the good points about their city. This should be attached to the map when it is put on display - and please put the maps on display. Students usually work very hard on these and are quite proud of them.

5. After all the maps are finished, teachers may discuss each map with the class. Would people like to live there? Is there something special about this city? Is the layout logical? (There can be a lot of follow-up work based upon these questions.)

Additional Projects

Ask students to take a camera or a sketchbook and go around the city and make a visual record of examples of these terms. Each student can then mount the pictures or sketches on a large sheet of paper. Display these sheets in the hallways so other students can learn the terms. (Be certain to label each picture with the term.)

Do research on other Canadian cities to find out if they have these "qualities." Make a visual essay comparing Canadian cities in these terms, i.e., does Toronto have more urban escape hatches than Victoria? Are there more urban nomads in Montreal per capita than in Saskatoon? Why?

Note: The Urban Terms have been edited from The Language of Cities, Charles Abrams. New York: Viking Press, 1971.

Map Assignment

You have been hired to design a Master Plan for a small city of about 200,000 people. The town that now exists is scheduled to grow very rapidly. It is your task to set out where everything will be located in the future city. You will receive \$75,000 for this job, but you must include ALL of the following:

1. A river and a railway must pass through the city.
2. There must be a CBD of at least four blocks.
3. You must show where 100% CORNER is on the CBD.
4. A VEST-POCKET-PARK is to be located near the CBD.
5. The CBD must have three buildings with a mod FACADE.
6. One building in the CBD will have an ARCADE.
7. Have one CONDOMINIUM.
8. Include three URBAN ESCAPE HATCHES.
9. Show where a DEPRESSED AREA would likely be located.
10. One district of the city must be designed in a RADIAL PLAN.
11. One GREEN BELT must go through a section or all of the city.
12. Provide a LANDBANK area.
13. Provide an area where EX-URBANITES may live.
14. Have two apartments with ROOFSCAPING.
15. Make a residential area which has at least two CULS-DE-SAC.
16. Provide an area for one INDUSTRIAL PARK.
17. Show a place where AIR RIGHTS may have to be granted.
18. Include at least four AMENITIES.

19. There must be at least three very distinctive LANDMARKS.
20. This city will need at least eight COMMUNITY FACILITIES.
21. Show where a MASS TRANSIT system should go through the city.
22. Show an area where DEMOLITION is occurring.
23. This city also has a SATELLITE TOWN.
24. Show where in your city there is HIGH DENSITY population and LOW DENSITY population.
25. Show where SPECULATION might occur.
26. Show where URBAN NOMADS might be located.

It is a good idea to make a rough plan before you make your large MASTER PLAN.

You may add any other things to your city but you must include the above items.

Save one corner of your map for your code system. It is easiest to show by a number code where you locate your items. Some students like to draw a picture of various items in the code sheet, i.e., they may draw a picture of what they would like their mod FACADE to look like. See the sample map.

After you have finished your map, give your city a name. Make a little brochure which will advertise what is worth visiting in your city. It is your job to point out the good things about your city and why people should visit or live there. When you display your map on the wall, place your brochure below it.



STUDENT TERRITORIALITY
PRACTICAL APPLICATIONS TO LOCAL URBAN STUDY

Bill Hamilton
Okanagan College
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As Canadians we are urban. This eliminates any justification for education in the spatial organization of our cities.¹ In the report of the Federal study Urban Canada (1970) we were described as being 70% urbanized. By the 1980's we will be more than 80% urbanized with up to 40% crowded into Toronto, Montreal and Vancouver. Our urban condition is one of the most significant factors in the formation of the lifestyle of all Canadians, particularly of our students.

In view of the fact that the majority of our students are urbanites, the local urban area provides a most accessible laboratory for the clarification and verification of basic geographic concepts.² Many studies in geographic education indicate the desirability of early concept formation via enquiry techniques in contrast to the introduction of the subject as a system for the classification of facts.³ In the case of introducing studies in urban geography to students ranging from junior high to junior college level, it is instructionally valid to commence with a conceptual framework which may be directly related to the "contact space" of the student.⁴ It has been said that the city is a stage which is being constantly reshaped by the actors who use it.⁵ Your students are the actors on the stage of their own city and their activities and

contacts will reflect the geographic or spatial organization of their city. If students are encouraged to discover the significance of their everyday activities in terms of the internal organization and dynamics of the local urban area, the facts and theory of basic urban geography may be better understood.

An enquiry technique which I have found very helpful in the introduction of many geographic concepts used in urban studies is a student inventory of specific places within and around the local urban area frequented on a regular basis, usually expressed as numbers of trips per week. Figure 1, Territorial Behaviour, is an example of a high school student's movement patterns for a typical winter week in Vernon B.C. (pop. 20,000). This diagram effectively describes the student's "territorial behaviour."⁶ This student is a wonder, being a skier, musician, pool shark and would-be gourmand.

Students are asked to identify and locate their weekly contact points as in the example. They are told that the individual points need not be located according to a given scale, rather they are asked to locate these places in approximate compass orientation with the top of the page being to the north. Basic cartographic techniques may be introduced at this point with an explanation of point, line and area symbols. For this exercise, point symbols are used, being proportional as to frequency of weekly trips. The example uses four frequency categories but your students may not strictly adhere to this number. Allow your students to experiment with various types of point symbols.

After the completion of the students' territorial behaviour cartograms, its analysis and interpretation will open the door to the introduction

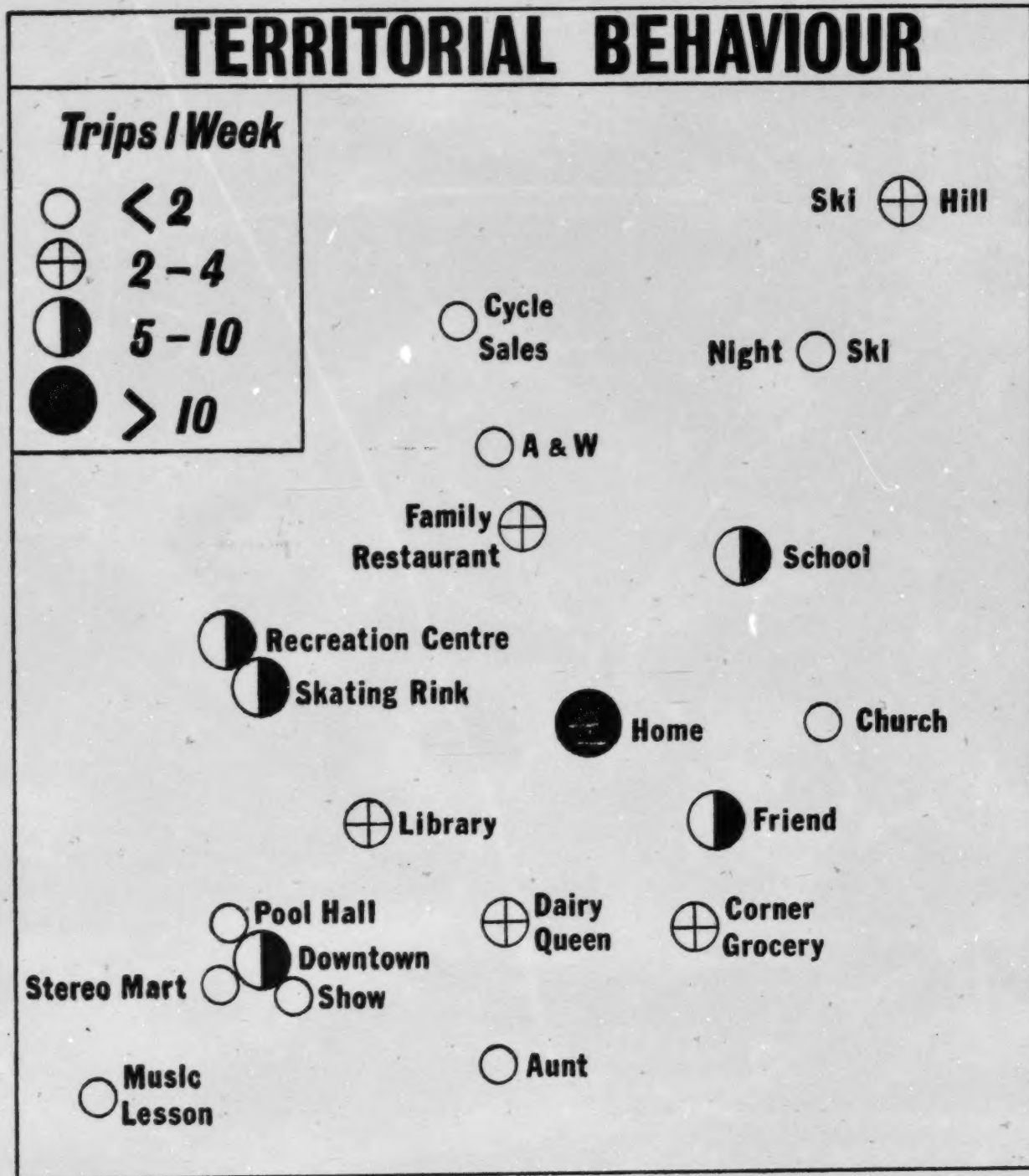


Figure 1

of many areas of interest in the geographic study of the local urban area. Your students may be challenged with the thought that as citizens of an urban environment, they possess a lifestyle which ultimately influences the form and spatial organization of their own city. At the same time, their lifestyles are a product of this same urban environment. If they ask how they could possibly identify their own lifestyles with any degree of accuracy, ask them to consult their territorial behaviour diagram. Their lifestyles are portrayed in spatial or geographic form. Your students' lifestyles will be the sum of their educational, social and recreational activities in and around the city. These activities generate patterns of movement which require architectural forms and material expression, which upon completion, influence the patterning of activities on the landscape. In the words of Winston Churchill, we shape our buildings and afterwards our buildings shape us. Your students may consider their activities to be of little consequence to the "look" of their city, but by analyzing their daily activities and the locations in which they occur, they may be shown that these do contribute to the urban fabric of their city.

Daily contact space or territoriality depends on the ability of the individual to overcome the friction of distance. In the territorial diagrams, relative distances will be expressed in terms of the amount of time or effort required to get from one place to another. The ability of the student to interact across geographic space depends on access to different modes of transportation. Discussion may be ignited by a class poll as to numbers of "Suzukis or Stingrays" owned or used by students and the interaction and or social potential of each. The responses to this aspect of contact space and its impact on urban spatial organization might produce wide-ranging patterns, depending on the residential location of the class members. It will

prove enlightening to have the students draw several other territorial behaviour diagrams according to a role change. In this way each student would have several diagrams to analyze and apply to the local urban area. Role changing might involve the territorial behaviour diagrams to be expected from an old age pensioner or a suburban housewife. These role changes will show differing patterns of movement and space utilization within the city according to age, income level or residential location of the individual.

It does not demand a great deal of elaboration on the part of the teacher to point out the fact that all cities are a patchwork of major categories of land use. Figure 2, Land Use Model, is an application of the pattern of contact points identified in Fig. 1, where these are extrapolated to produce a generalized land use model of the city. Study of a model such as this would tend to verify the predictability of the location of urban activities according to factors such as accessibility, zoning regulations, land values and the individual history of the growth of the local urban area.

The introduction of the elements of several theories of urban structure could be based on an analysis of student work as shown in Fig. 2. In this example, the Central Business District is not at the centre of the student's points of contact. If this student were a suburbanite, the Sector Theory of urban structure could be clarified as his weekly contact points are primarily limited to the northeast part of the city. The concentric rings in Fig. 2 illustrate the relationship between contact points and the Concentric Theory of urban structure with clearly recognizable rings of different land uses expanding radially outwards from the centre.⁸ The student's aunt and music teacher both reside in homes older than his own. On the other hand,

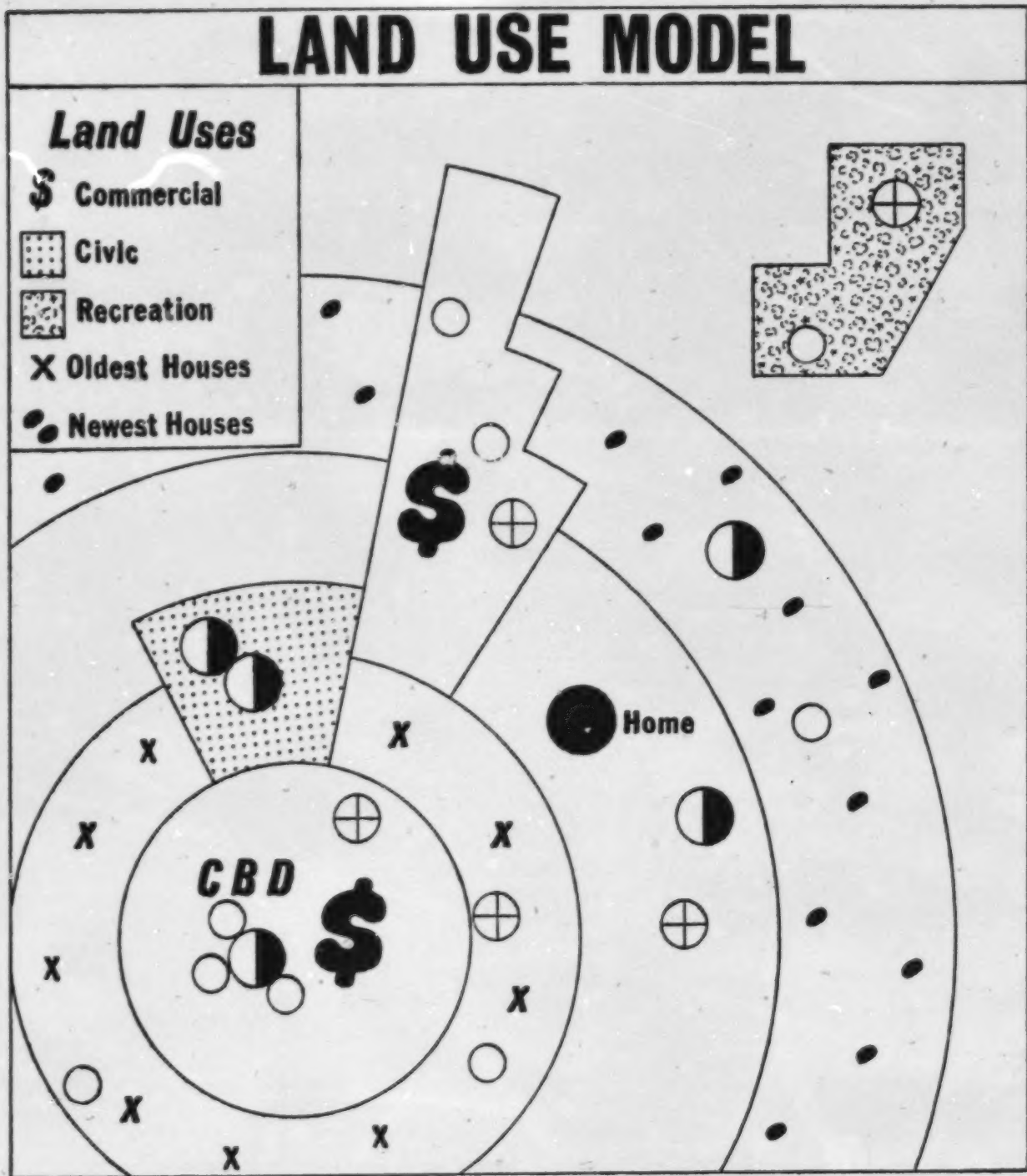


Figure 2

newer homes are situated beyond his home neighbourhood. These two points verify the Concentric Theory. The area of civic land use adjoining the CBD and the elongated commercial ribbon to the north both provide good illustrations of the Sector Theory. These two wedge-like land use zones are in close proximity to a major highway which passes through the centre of the city. The outlying area of winter recreation may be used to illustrate the Multiple Nuclei Theory of urban structure. With the drawing of a land use model as shown in Fig. 2, the student is made more aware of the wider zones of land use within which each contact point is associated.

These exercises demand that the student identify daily contact points, movement patterns and urban space utilization and in so doing, his geographic behaviour in the city is shown in such a way that examples used are always local and familiar. Movements to and uses of individual buildings in clearly identifiable land-use zones of the city are motivated by certain obligations to which high school students are prone. However, many of these movements are based on personal choice in terms of recreational and social contacts. Personal choice has a great deal to do with our behaviour and that same behaviour is reflected in our utilization of urban space.

Your student's spatial behaviour is partly conditioned by the Canadian urban culture of which he is a vital part. His lifestyle is not unrelated to the form of his local urban landscape. If his lifestyle remains relatively constant in the coming decades, the form of his city will most likely continue to unfold as it is doing at present. Much concern is being expressed that Canadian urban areas should not be allowed to develop in their present manner. If this is not to happen, the youth of our culture will require a much

better understanding of the fabric of their own cities in order to take a more active role in expressing their wishes for urban environment. Enquiry exercises such as this one may mark a beginning in the geographic education of your urban students.

Footnotes

¹A fine source on Canada's urban present and future is L. Axworthy and J. M. Gillies, The City - Canada's Prospects, Canada's Problems, Toronto, Butterworth, 1973.

²A comprehensive summary of conceptual frameworks in current urban studies as well as applications to geographic education are found in Focus on Geography - Key Concepts and Teaching Strategies, 40th Yearbook, 1970, National Council for the Social Studies, Washington, D.C.

³Field Training in Geography, Technical Paper No. 1, Association of American Geographers, Commission on College Geography, 1968, pp. 3-25.

⁴Kolars and Nystuen, Human Geography - Spatial Design in World Society, Toronto, McGraw-Hill, 1974, pp. 139-141.

⁵Abler, Adams and Gould, Spatial Organization - The Geographer's View of the World, Toronto, Prentice-Hall, 1971, p. 381.

⁶I use the terminology of Edward T. Hall, The Hidden Dimension, New York, Doubleday, 1966.

REVIEWS

J. A. Carroll and L. Milberry, Canadian Communities.
 Toronto: Ginn, 1975. 224 pp., paper, \$4.20. Teachers
 manual available.

First impressions influence: Canadian Communities is eye-catching and attention-getting on initial inspection. Illustrations form a large percentage of the body of this book for eight- to ten-year-olds; there is a good blend of photos, diagrams and maps and a clear correlation between them.

What the book presents is a close-up look of many diverse communities across Canada - for example, Lunenburg, Calgary, Winnipeg. Within the book is a good mixture of history, geography and daily life; questions provoke thought and discussion, often leading to a close study of the illustrations. But pity the poor Newfoundlander, subject of so many jokes: on page 121 is a picture showing crates being loaded - half of them upside-down despite clearly visible "this-side-up" notices on their sides.

Selection of communities must have posed a problem for the authors: with so many types of communities there are inevitably omissions, even of important centres. Regrettably, Québec is represented by a typical, remote Schefferville. While Toronto is acknowledged to be Canada's second largest city, surely Montreal should be mentioned if only in passing (a picture of Montreal goes unnamed).

Ginn confidently predicts a successful future for their book; from the evidence, this seems likely.

M. Topham

R. M. Donaldson, A Canadian's Urban Environment, paper.
Published by Butterworth and Co. Ltd., 2265 Midland Ave.,
Scarborough, Ont. M1P 4S1

From his background, Mr. Donaldson, teacher, consultant and now principal is thoroughly acquainted with both urban environment and high school students. This is quite apparent in this excellent paperback text for senior secondary students.

This text has so many excellent features that it is difficult to find a starting point when evaluating it. Once one gets by a poor-to-ordinary cover photo and a less-than-memorable title, the author enters a world that shows a uniquely Canadian viewpoint. It is this combination of American and British geographical methods which I feel gives the geographer in this country an advantage in that he can borrow from both and is obliged to neither.

Donaldson has divided his book into fourteen chapters, examining such topics as historical cities, site and situation, urban economic functions, as well as the size and shape of cities, which is the fifth chapter. The next eight chapters approach cities from a land use viewpoint, an approach I have never seen in a high school text. The land use theme is described from the most concrete, cost and location, to the most theoretical, development patterns of land use. The author concludes with an almost mandatory examination of urban problems and a look at the future.

This book makes copious use of monochrome photographs and excellent maps and diagrams, most of which have Canadian urban situations as subject matter. A strength of the book is the plentiful exercises which involve usage of Canadian census data and would make excellent homework problems. In addition, some of the

exercises involve suggestions for local community field studies which would make good material for fieldtrip work.

Some subjects which I thought were particularly well covered were building in the Canadian North, Central Place Theory and land use in the C.B.D.

All in all, texts of this stature and utility are rare. I cannot think of one course in secondary schools which would not benefit from the use of at least a part of this book.

Doug MacLean

W. Hildebrand, North America - Introducing the Continent.
Toronto: Holt, Rinehart and Winston, 1974. 250 pp.,
illust., \$5.40.

D. M. Tomkins, North America: The Land and the People.
Toronto: Gage, 1973, 296 pp., illust., \$5.50.

Recent changes in the Ontario Intermediate Programme have led the major publishers to bring out revisions and entirely new textbooks for their largest market. These new books invite comparison if for no other reason than examining recent approaches taken by different authors writing to meet the objectives of the same syllabus.

Hildebrand begins his text about North America with a continental and historical overview, then goes on to generalise about the natural environment. He describes briefly population patterns, then considers resources, manufacturing industries, trade and cities,

and concludes with a section on the environment.

This list of contents seems reasonable but the approach is disturbing for being decidedly outdated. Little demand is made either upon teacher or pupil and emphasis is placed instead on the learning of generalised descriptive information. The natural environment section is especially uninspired and even after selecting out topics in physical geography, the minimal descriptions offer little learning, presented as they are in the context of large regions. Better to have focussed on smaller studies whose detail permits learning from observation. The author deals more comfortably with resources, manufacturing and cities, and gives the learner a number of interesting topics that invite further exploration and research. Faults of over-generalisation and over-simplification also extend to the exercises of which there seems to be an insufficient number. For example, the chapter on energy has no exercises despite the many good pictures, diagrams and maps that invite interpretation. In conclusion, this is a book for a general teacher with a weak background in geography.

North America: The Land and the People is deceptively larger - with only 50 more pages, the book seems twice the size. The author, D. M. Tomkins, uses roughly the same structure but her approach is significantly different. Firstly, each topic closely integrated historical development with the present day - there is no obvious division between historical, physical and human geography; and secondly, the more numerous exercises "invite the reader to compare, analyse, and evaluate various types of geographical information." Emphasis is placed on human and historical geography although a discussion of an aspect of the physical landscape is encountered here and there. Source materials are better used and serious attempts are made to consider past and contemporary conditions and problems through literature and newspaper clippings; in the Research and Report

sections at each chapter-end, there are thoughtful questions with no single answer. In my opinion, this is the better of the two books.

However, in both cases I feel that the range of questions, exercises and activities could be further extended: outline map assignments are not included, nor sketching exercises, nor ways of enlarging vocabulary, nor work for pupils whose reading/writing ability is weak (e.g., drawing pictures and diagrams, and craft work). Both books have topographic map extracts, but only Tomkins makes use of them for learning purposes. Finally, is it really necessary to print pictures for the sake of decoration? A colour photo of a sunset scene (Hildebrand, p. 71) may be appealing for those prone to daydreaming, but what are pupils supposed to learn from it?

P. G. Burpee

Canadian Geographical Journal. The Royal Canadian Geographical Society, 488 Wilbrod Street, Ottawa, Ont. K1N 6M8. \$10.00 per annum

Some journals lose their quality and appeal over the years but not the Canadian Geographical Journal. A long-time reader of CGJ, I have found this magazine both steadily improving in quality and continuing to do an excellent job in bringing us interesting, useful and stimulating geographical information. From January 1974 the Journal changed its cover, its format, and added colour photographs. These changes added to the excellent quality of the articles: under a new editor, David Maclellan, the high calibre of material and its presentation remain evident throughout.

Stress has always been placed on Canadian articles, ranging through physical, human, urban, historical and economic geography; in addition, there are articles about other regions of the world and geographic phenomena. For example, the May 1975 issue included research on polar bears, the city of Saint John, foreign use and Canadian control of our land and resources, and a national park, Nahanni. To these aspects of Canadian geography was added an article concerning trends in the temperature of the earth.

I enjoy reading about new places in Canada and around the world, and as a teacher I frequently find useful information for classroom work. For \$10.00 anyone may obtain a year's subscription to this valuable geographical journal and I strongly recommend that a year's subscription be tried.

R. Conners

Books Received

- J. H. Wheeler, Jr. et al.: Regional Geography of the World, 3rd ed. Toronto: Holt, Rinehart and Winston, 1975, 800 pp., paper. College-level text that deals exhaustively with world geography.
- R. E. Gabler et al.: Introduction to Physical Geography. Toronto: Holt, Rinehart and Winston, 1975, 830 pp. College-level text on physical geography, climatology, earth in space.
- J. H. Paterson: North America, 5th ed. Toronto: Oxford, 1975, 364 pp., paper, \$10.95. Newest edition of this well-known reference and college-level text.
- R. B. Bennett: Physical Geography in Diagrams. Toronto: Longman, 1973, 182 pp., paper, \$3.65. Metric edition of a standard school reference book in physical geography.

- G. Birchall et al.: Australia - The Sunburnt Country. Toronto: Fitzhenry and Whiteside, 1974, 96 pp., paper, \$3.36. Thematic studies of Australia for younger secondary pupils of lower ability.
- B. W. Hall et al.: Australia and New Zealand. Toronto: Ginn, 1974, 226 pp., paper, \$4.60. Thematic studies of Australia and New Zealand for younger secondary pupils.
- A. J. B. Tussler and A. J. L. Alden: A Map Book of the Benelux Countries, 64 pp.; A Map Book of West Germany, 72 pp.; A Map Book of France, 80 pp. Toronto: MacMillan of Canada, 1972. Revised editions of detailed review books at collegial level.
- H. R. Cain and F. J. Monkhouse: Australia and New Zealand, 90 pp., \$3.25; Africa, 123 pp., \$3.25; South and Central America, 97 pp., \$2.85, in the Longman Graded Geography Series. Toronto: Longman, 1974.
- E. J. Barker and L. H. Williams: Europe from the Air. London: Heinemann, 1975, 65 pp., paper, 1.70. Thirty-one oblique air photo studies with exercises of western Europe. For secondary pupils.
- D. M. Tomkins et al.: Canada: The Land and its People. Toronto: Gage, 1975, 372 pp., \$6.80. Third in a new Gage series for secondary pupils. Thematic approach to the geography of Canada.
- G. R. E. Wicks: Africa. London: Pergamon, 1973, 160 pp., paper.
- T. W. Randle: Geographical Studies in Western Europe, 2nd ed. Toronto: Longman, 1975, 200 pp., paper, \$5.70. Second edition of a well-illustrated text and source book for older secondary pupils.
- Oxford Regional Economic Atlas of the United States and Canada. Toronto: Oxford, 1975, 128 pp., paper, \$8.75; cloth, \$20.25. A complete revision and updating of this valuable reference atlas. Statistical datum is 1970 or later.

Reviewers wanted for Geoscope

Readers of Geoscope are invited to submit reviews of recent books in geography which they feel should be drawn to the attention of fellow teachers. These may be for books acquired by the reviewer or on loan from the editor who sometimes receives textbooks from publishers.

The format of reviews should be similar to those on these last two pages. Length will obviously vary but any review should reflect an opinion based on careful reading, be accurate and to the point. Reviews will be received by the editor any time and will be published in the following issue of Geoscope.
